OFFICE OF THE DIRECTOR OF PUBLIC INSTRUCTION IN MYSORE, BANGALORE.

(Board for Training Examinations). 595

Notification dated 19th February 1951.

No. D. 61—50-51, (E2.641-4—50-51). The following rules and syllabi for the Vernacular Teachers' Certificate Examination (since changed as Teachers' Certificate Lower Grade Examination) sanctioned in Government Order No. E. 2418-9—Edn. 64-50-2, dated 5th June 1950 are published for general information. These rules and syllabi were given effect to from the School Year 1950-51.

286 K. GURU DUTT, *Director.*

Rules and syllabi for the Examination for the Teachers' Certificate—Lower Grade Examinations.

RULES.

1 The course for the Teachers' Certificate Lower Grade Examination shall extend over a period of 2 years. The examinations shall be conducted in Kannada and Urdu and shall be held in two parts, *viz.*, the Preliminary or Theory at the end of the second year, the Final or Practical soon after the theory examination.

2 Candidates seeking admission to the course shall have completed 16 years of age (this age limit applies only to private candidates seeking admission to the Training Institutions but not to the teachers deputed for training by the Department) and shall have passed the Mysore Middle School Examination or Upper Primary (Lower Secondary) Examination or completed the V Form course in a recognised High School or passed an examination equal in standard to the Mysore Middle School or Upper Primary Examinations. In the last case, previous approval of the Director of Public Instruction shall be obtained by the head of the Training Institution before admitting the candidate to the course.

In the case of girl candidates, a pass in the Mysore Middle School Leaving Certificate Examination (M.S.L.C.) is sufficient for admission to this course.

The Preliminary (Theory) Examination.

3 This examination shall be open to those who besides possessing the minimum general educational qualification (*Vide* rule 2 above) have (1) undergone the full course for 2 years in a recognised training institution and been permitted by the head of the institution to appear for the Examination or (2) appeared for the examination once or more often and failed to secure a pass.

Note.—(i) Students of recognised training institutions, who have not been permitted by the head of the institution to appear for the examination in any year may, however, appear for the examination as private candidates in subsequent years, provided, they have put in the required attendance prescribed in Rule 4, during the years they underwent the course but in that case the application for admission to the examination should be submitted through the head of the institution in which the candidate underwent the training.

(ii) Persons who had sat for the Lower Secondary Training Examination (one-year course or two-year course) under the old rules and failed therein, may appear for the examination by private study.

(iii) Persons who had sat for the Upper Secondary Training Examination under the old rules and failed in one or both groups may appear for the examination by private study.

(iv) Persons who had sat for the V.T.C. I Examination according to old rules and whether passed or failed may be admitted to the second year of the Teachers' Certificate Lower Grade (New Rules), but such candidates as have passed the I Examination (Old Rules) need not sit for the I group of the papers in the Theory Examination (New Rules) but only for the II group (Professional subjects). They should however attend all classes regularly during the year.

(v) Persons who had sat for the V.T.C. II Examination (Old Rules) and failed may appear only for the II group of the Examination (New Rules) by private study.

4 Candidates appearing for the examination from a recognised training institution shall produce a certificate from the head of the institution showing that they have attended the institution for at least *three-fourths* of the number of working days in each of the two years. The Director of Public Instruction in Mysore shall have the power to exempt any candidate from the production of this certificate on the recommendation of the head of the institution. For purposes of this rule, the term in the first year shall be counted from the day the institution reopens for work after the summer vacation to the last day of the school year and the term in the second year shall be counted from the date of the reopening of the institution after the summer vacation to the end of February preceding the examination. Recommendation for exemptions from the production of this certificate shall be sent so as to reach the Secretary, Board for Training Examinations, Bangalore, within ten days after the close of the school year in the case of the pupils of the first year course, and within the 5th March preceding the examination in the case of the pupils of the second year course.

(*a*) Condonation should be recommended for short periods only and for sufficient reasons.

(*b*) A deficiency of not more than 15 days shall generally be condoned if the reasons are found acceptable.

(*c*) A deficiency of not more than 25 days may, however, be condoned in cases of proved illness based on Medical certificate issued by a recognised Government Doctor or Registered Private Medical Practitioner, provided the certificate is produced along with the attendance return to be sent to the Secretary, Board for Training Examinations, Bangalore.

Note.—(1) Cases of candidates whose attendance falls short by more than 30 days need not be recommended at all.

(2) No distinction will be made between the candidates appearing for the examination for the first time and those appearing subsequently.

5 The subjects for the Theory Examination shall be as shown below :—

GROUP I—GENERAL SUBJECTS.

(i) Language (Kannada or Urdu).
(ii) Elementary Mathematics.
(iii) Social studies—History, Civics, Rural problems and Geography.
(iv) Every day Science including Biology.

GROUP II—PROFESSIONAL SUBJECTS.

(i) Principles of Education.
(ii) Methods of teaching—General and Special.
(iii) School Hygiene, Organisation and Management.

In addition to the above subjects in which papers will be set at the Theory examinations the candidates shall receive training in the following practical activities and arts, in which they shall maintain class records in both the years.

4. 1. Singing, 2. Spinning, 3. Art and Hand-work, Gardening or Home Science, 5. Physical Education.

Note.—(1) The allotment of school hours in the above subjects is shown in Appendix A.

(2) The syllabi in the above subjects are given in Appendix B.

(3) Text-books to be studied shall be prescribed from time to time and their names notified in the *Mysore Gazette.*

The allotment of marks under the several items of class records and Practical Activities will be as follows :—

	I Year.	*II Year.*
Singing	15	15
Hand work and Art ...	15	15
Preparation of lesson aids ...	20	...
Games, Physical Education Activities or Seva Dal and Cubbing. ...		20
Maximum ...	50	50

Each candidate should obtain a minimum of 30 per cent or 15 marks out of 50 each year. Failure to obtain the minimum in practical lessons and class records shall be treated as ineligibility for a pass in the Teachers' Certificate Examination.

6 The examination shall ordinarily be held each year in the last week of March in Bangalore, Tumkur, Mysore, Shimoga and such other centres as may be notified from time to time and conducted in the following order. The time table and centres of examination shall be notified in the *Mysore Gazette* at least two months prior to the commencement of the examination.

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Sl. No.	Subject	Duration of the papers in hours	Marks	
	GROUP I.			
1	Language—I Paper: Poetry, Drama and Grammar.	3	60	100
2	Language—Second Paper: Prose and Composition.	2	40	
3	Elementary Mathematics. ...	3		100
4	Social Studies, History, Civics and Rural Problems.	3	60	100
5	Geography	2	40	
6	Every day Science including Biology.	3		100
	GROUP II.			
7	Principles of Education ...	3		100
8	Methods of Teaching ...	3		100
9	School Hygiene, Organisation and Management.	3		100

The results of the examination shall be announced in the two groups separately.

7 Candidates obtaining not less than 35 per cent of the marks in each subject or 30 per cent of the marks in each subject and 40 per cent of the total marks of all the papers in each group shall be declared to have passed the examination in that group.

Candidates that pass shall be classified as follows :—

First Class—Those who obtain 60 per cent or more of the total marks.
Second Class—Those who obtain 50 per cent or more up to 60 per cent of the total marks.
Third Class—All the others.

The Final (Practical) Examination.

8 Candidates seeking admission to this examination shall have passed groups I and II of the Preliminary (Theory) Examination or the Theory part of the Lower Secondary or the Upper Secondary Training Examinations under the Old Rules, or the V.T.C. Second Examination (Old Rules).

9 The examination shall be held about the middle of August each year. The dates and the centres of examination shall be duly notified in the *Mysore Gazette.*

10 Each candidate shall be examined by not less than 2 members of the Board of Examiners.

11 The examination shall comprise the following tests:

(1) *The Lesson Tests.*—The giving of three lessons for about 30 minutes each. The first shall be a language lesson in the branch prescribed by the examiners. The second lesson shall be given in one of the other subjects (except Nature Study) included in the curriculum for the Primary Schools and prescribed by the examiners. The third lesson shall be on a topic of the candidate's choice selected from the syllabus in Nature Study prescribed for the Primary Schools. The lesson on Nature Study may be given in the class room or in the vicinity of the place of examination. The examiners shall prescribe the subject and the class to be taught the actual portion being left to the option of the candidate. The subjects of the lesson tests shall be announced at the place of examination at least two days before the day on which the candidate is to be examined. The total marks for each lesson shall be 50.

(2) *Class Records.*—The head of every training institution shall submit not later than 1st March every year to the Secretary, Board of Training Examinations, a statement of marks awarded to each candidate appearing for the Theory Examination for the work in practical activities and Art done during the first and second year course for a maximum of 100 marks.

The candidates whose admission to the examination comes under rule 3 *ii*, *iii* and *v* of these rules should be given Black Board Test for a maximum of 100 marks at the Practical Examination as the 'class records' cannot be expected of them.

12 Candidates obtaining 35 per cent of the marks in the lesson tests and 'class records' together shall be declared to have passed in the examination.

Candidates that pass shall be classified as follows.—

First Class—Those who obtain 60 per cent or more of the total marks.
Second Class—Those who obtain 50 per cent or more, up to 60 per cent of the total marks.
Third Class—All the others.

General.

13 Candidates passing both the preliminary and final examinations shall receive a certificate in the form appended (Appendix C). Those that pass in the theory examination shall receive a memo to that effect, which shall be surrendered when they pass the practical examination.

14 Applications for admission to the preliminary examination in the form prescribed shall be sent so as to reach the Secretary, Board for Training Examinations, Bangalore, not later than the 5th December preceding the examination and applications for admission to the practical examination shall be sent so as to reach the Secretary, Board for Training Examinations, Bangalore, not later than the 1st July preceding the examination.

15 The fees for admission to the examinations shall be as follows :—

Preliminary Examination	I Group Rs. 6	II Group Rs. 5	(Rs. 11 for the full examination.)
Final Examination	Rs. 4		

The fees shall be paid into a Government Treasury in Mysore and the receipt obtained therefor on the application itself with the Treasury seal thereon which shall be sent to the Secretary, Board for Training Examinations, Bangalore, on or before the due date.

16 The fee paid for the examination shall neither be refunded nor reserved for a subsequent examination.

Note.—The fee may, however, be reserved for the same Examination in the following year, if a candidate is unable to sit for the Examination on account of illness. The application for such reservation shall be supported, in case of illness, by a medical certificate from a competent medical authority and sent to the Secretary, Board for Training Examinations, Bangalore, on or before the commencement of the examination for which the fee has been paid.

17 Candidates may, within one month after the publication of the results at the Office of the Director of Public Instruction, apply for a certified copy of marks obtained by them at the examination. Each such application shall be accompanied by a receipt granted by a Mysore Government Treasury for Rs. 2 being the fee prescribed for the purpose and submitted to the Secretary, Board for Training Examinations, Bangalore.

18 There shall be no re-valuation of the answer papers.

Candidates may apply for re-examination of the entry of marks secured by them provided they apply for such re-examination of marks within one month from the date of the publication of the results at the Office of the Director of Public Instruction in Mysore, Bangalore.

The application for re-examination of the entry of marks should be submitted to the Secretary, Board for Training Examinations, Bangalore, within the due date with a Treasury Receipt for a sum of Rs. 3-0-0. The fee should be credited as a deposit to "XXVI Education" in one of the Government Treasuries in the State of Mysore.

The deposit will be forfeited to Government if on re-examination the entry of marks is found correct; but if it is found incorrect the deposit will be refunded to the applicant after deducting such amount as has been actually spent for re-examination of the entry of marks.

19 These rules shall take effect immediately and the examinations under these rules shall be held for the first time in the year 1952 as follows :—

Preliminary Examination	...	March 1952
Final Examination	...	August 1952

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Appendix A.

Allotment of periods	I Year	II Year
Language	6	4
Elementary Mathematics	3	3
Every day Science	3	2
Social Studies	4	3
Principles of Education	2	3
Methods (including the Methods of teaching Adults)	2	4
Organisation	2	2
Practice in teaching	4	6
Singing	1	1
Spinning	2	1
Hand-work and art	2	2
Gardening or Home science	2	2
Physical Education after 4-30 P.M.... ...	3	2
Total No. of periods ...	36	35

Note.—Of the several subjects mentioned above (1) Gardening and (2) Spinning are temporarily dropped till such time as it would be possible to provide facilities for the Spinning and Agriculture in the Training Institutions.

Pending such arrangements both the periods allotted for Gardening in the I Year will be utilised for Practice teaching and demonstration lessons and out of two periods allotted for Gardening in the II Year, one period will be utilised for teaching Social Studies and the other period for Teaching General Science.

Out of two periods allotted for Spinning in the I Year, one period will be utilised for lesson aids and the other period for Demonstration lessons and in the II Year one period allotted for Spinning will be utilised for Demonstration lessons.

Appendix B.

Syllabi.

Note.—The main aim in teaching the general subjects in addition to professional subjects in training institutions is to equip the teachers under training with a knowledge that would serve as an efficient back-ground in their work as teachers in Primary Schools. Candidates are therefore expected to to have a clear grasp of the essential facts relating to the topics referred to in these syllabi without entering into too detailed study of any topic. But they should be thorough with the subject matter to be taught in Primary Schools in the several subjects.

GROUP I—GENERAL SUBJECTS.

1. (A) KANNADA.

The allotment of periods shall be as follows :—

Lessons	I Year	II Year
(a) Poetry	2	2
(b) Prose	2	1
(c) Grammar	1	1
(d) Composition	1	...
Total ...	6	4

That (a) about 20 easy stanzas from ancient Classical Kannada Writers such as ಪಂಪರನ್ನ and ನೇಮಿಚಂದ್ರ, (b) about 100 stanzas from middle Kannada verses such as ನಾರಣಪ್ಪನ ಭಾರತ, ಜೈಮಿನಿಭಾರತ, ಹರಿಶ್ಚಂದ್ರನ ಕಾವ್ಯ, ನಳಚರಿತ್ರೆ ಮತ್ತು ಪ್ರಭುಲಿಂಗ ಲೀಲೆ, (c) about 100 lines from modern poetry—preferably narrative and (d) three simple ದಾಸರ ಪದಗಳು and ten non-technical ಶಿವಶರಣರ ವಚನಗಳು would form the poetical selections for two years.

There shall be two prose works—one for detailed study (about 125 pages) and another for non-detailed study (about 150 pages—a novel, a biography or a collection of short stories). Suitable text-books are to be prescribed from time to time.

The drama prescribed for the standard should be a simple translation of a Sanskrit drama such as ಸ್ವಪ್ನ ವಾಸವ ದತ್ತ or a modern prose drama. (The drama is to be prescribed from time to time).

The S.S.L.C. Kannada Grammar and along with this, an elementary idea of the following Alankaras, *viz.*, ಉಪಮಾರೂಪಕ ಉತ್ಪ್ರೇಕ್ಷೆ ಅರ್ಥಾಂತರನ್ಯಾಸ ಮತ್ತು ಅತಿಶಯೋಕ್ತಿ may be imparted to the students, as also an elementary knowledge of the Prosody of ಷಟ್ಪದಿ, ಕಂದ and modern poetry.

The composition paper shall include, in addition to question on the prescribed non-detailed text, topics of general interest and letter-writing.

A separate poetical selections be edited and prescribed for the course by the Department of Public Instruction, periodically.

B. URDU.

The allotment of periods shall be as follows :—

Lessons	I Year	II Year
(a) Poetry	2	2
(b) Prose	2	1
(c) Grammar	1	1
(d) Composition	1	...
Total ...	6	4

That (a) about 150 lines from ancient classical Urdu Writers such as Wali and Meer (b) about 200 lines Middle Urdu verses such as Souda, Moumin and Ghallib, (c) about 200 lines from modern poetry preferably narrative and (d) three simple and 5 Uasidas, Mussidas and Musnavis would form the poetical selections for two years.

There shall be two prose works—one for detailed study (about 125 pages) and another for non-detailed study (about 150 pages—a novel a biography or a collection of short stories). Suitable text-books are to be prescribed from time to time.

The Drama prescribed for the standard should be a simple, preferably Modern Prose Drama. (The Drama is to be prescribed from time to time).

The S.S.L.C. Urdu Grammar and along with this, an elementary idea of the following :—Manny, Bian and Arcoz may be imparted to the students, as also, an elementary knowledge of the Prosody of Modern Poetry.

The composition paper shall include, in addition to questions on the prescribed non-detailed text, topics of general interest, and letter-writing.

A separate Prose and Poetical selection be edited and prescribed for the course by the Department of Public Instruction, periodically.

2. SOCIAL STUDIES—HISTORY, CIVICS AND RURAL PROBLEMS.

A. History.

I. The story of Indian Independence (15th August 1947)—

A study of the origin and growth of the Indian National Congress from the inception to the achievement of Indian Independence on 15th August 1947 under the leadership of Mahathma Gandhi—A study of important personalities in the movement for freedom.

II. A survey of Indian History, Political and Economic (Up to the 18th century).

1 Geographical unity of India—The Dravidians and the Indus civilization.

2 The early Aryans—their civilization (Vedas).

3 The spread of Aryan civilization—The Epics and the Puranas and the Smritis.

4 Buddhism and Jainism—Democratisation of the thoughts and ways of Aryan life.

5 The foreign invasions—Darius and Alexander the Great.

6 The Mouryan Empire—Chandragupta Mourya.

7 Asoka—The Saint Emperor—Spread of Buddhism.

8 The Decline of the Mouryan Empire. The Kushana and Kanishka.

9 The Gupta Empire. Samudra Gupta.

10 Chandra Gupta II—Vikaramadithya. The Golden Age of Hindu India.

11 Harshavardhana—The Chinese Pilgrim Hieun-tsang.
12 The Rajaputs—Revival of Hinduism—Sri Shankara and his Mission.
13 South India. The Andhras—Chalukyas and Cholas.
14 Mohamed the Prophet and his teachings.
15 Early Muslim rule in India.
16 Bahamani and Vijayanagara Kingdoms.
17 The interaction of Hinduism on Islam—Kabir, Nanak—The Bhakthi movement—Sri Ramanuja, Sri Basava and Sri Madhava.
18 The rule of the Moghuls—Akbar the Great.
19 The Mahrattas—Shivaji and the early Peshwas.
20 The advent of the Europeans—Clive and Dupleix.

III. The British Empire in India.

21 The political condition of India in the Middle of the 18th century (Warren Hastings and Hyder Ali).
22 Cornwallis—Wellesley and Tippu Sultan.
23 Lord Hastings—The Decline of the Mahrattas.
24 William Bentinck and Dalhousie.
25 The Indian Mutiny—its causes—Suppression and effects.
26 The Viceroys and the effects of the British Rule in India.

IV. A Brief History of Mysore.

The present Government of India and its problems :—

27 Swaraj and the formation of the interim government.
28 The problem of the Native States; Mergers and the Unions.
29 The demand for Linguistic provinces.
30 The Refugee problem.
31 Economic Problems—Agriculture—Irrigation—Industry.
32 The drafting of a permanent constitution—Indian Republic. A Secular State.
33 The control, procurement and distribution of food stuffs.
34 Important food grains grown in India—Attempts to make India self-sufficient in matters of food and clothing.

V. Indian Culture.

35 The outstanding features of Indian culture.
36 Development of Literature—In Ancient and Modern India.
37 Progress in Science and Industries—In Ancient and Modern India.
38 Development of Arts, Crafts and Sculpture—In Ancient and Modern India.

VI. India and the World.

39 World War II—its causes and effects.
40 United Nations Organisation—its constitution and objects, including UNESCO.
41 Strengthening of the United Nations organisation permanent peace in the World through Gandhian Ideals and in Education.

B. Civics.

1 Meaning and implications of citizenship.
2 The Rights and Duties of a citizen
3 The family.
4 The village. Problems of village life in Mysore.
5 The village school, the co-operative society and the village panchayet.
6 Towns and cities in Mysore.
7 Occupations of the people—water supply—housing—communication—labour and capital—beggary—education.
8 Town and City Municipal Councils in Mysore.
9 District Boards—the backbone of Local Self-Government.
10 The Mysore State—area, population, agriculture and industries—Trade and Communication.
11 The Maharaja of Mysore as Rajapramukh.
12 The Council of Ministers.
13 14 and 15, The Legislature in Mysore.
16 The Judiciary.
17 Mysore in the Indian Union.
18 The heads of the Indian Union.
19 and 20 The Indian Union Legislature.
21 Taxes.
22 Budget making.
23 Election and voting—Limited franchise *vs* Adult franchise; Ballot; voting direct and indirect election Responsibilities of the voter.
24 Minorities under Democracy.

Note.—Problems of Rural Life indicated in items 4 and 5 above are to be studied in correlation with similar problems to be included in the syllabus of Rural Economics and Sociology which becomes a compulsory subject under the revised scheme.

C. Rural Problems.

The paramount importance for the study of the subject.—

1 India is a country of villages. Mysore, an integral part of it is equally so, with its 21,000 villages.
2 The essential needs of life-articles of food, raw materials of clothing and things of comfort and luxury—flow from villages, so the progress of the country means the progress of the villages, where 80 per cent of its population live.
3 The general trend of the movement of the agricultural labour as small holders towards the industrial centres.

Problem I.

The Rural Economic position of India, the farmer's income; its comparison with that of the farmer in other countries.

(i) Investigation to determine the present income per man, and per acre in India and in other countries.

(ii) *Causes of differences*:—(*a*) Soil conditions; preparation of the soil; manure; draught animals, seeds; implements; rotation of crops; availability of labour marketing facilities.

(*b*) Ownership of land; *per capita* cultivable land; dry, wet and garden; fragmentation; middleman; want of subsidiary occupation during leisure hours; civil litigations.

(iii) *The ways of increasing income*:—Efficient farming; creation of irrigation facilities; better marketing; more economical land divisions; thrift and avoidance of unnecessary and unproductive expenditure; supplementary occupations during leisure hours; co-operation for credit, for production and for marketing; proper propaganda by means of pictures, lectures and demonstration farms to change the views and ways of cultivation of the farmer; more and more provisions for grant of land to the landless and the small land-holders.

(iv) The part to be played by the school and the community in order to improve the existing conditions.

Problem II.

Social conditions in the villages and the socialising agencies.—

(*a*) *Rural isolation and conservatism*:—(i) Number of people who have travelled to the nearest town, nearest city and outside the province.

(ii) Why do pure agriculturists not go?

(iii) The effects of such isolation upon the individual and the community.

(iv) Why do the small holders and agricultural labourers and village artisans prefer big towns?

(*b*) *The extent of conservation in the Villages* :—

(i) In meals; in matrimonial affairs; in arts and crafts.

(ii) Superstition about some diseases and their cures; how even today Mantrams and Tantrams persist in villages.

(*c*) *Educational Backwardness*:—Literacy among the villagers; its comparison with that of the towners; its comparison with other countries.

(*d*) *Health conditions*:—How are the houses kept? Are the principles of health sanitation followed? Do they seek medical aid in time? Reasons for frequent visitations of epidemics in villages; Death-rate in India and other countries.

(e) *Remedies for the Scoial ills* :—1 Communications. 2 Right type of education. 3 Reading rooms. 4 Religious and national festivals on new lines. 5 Purana Sravanas, Harikirthanams, Bharata and Ramayana readings, School Children's activities, effective management of panchayet affairs, to inculcate the spirit of service, exhibition of health films, taluk exhibitions, the most important of them all is the teacher's way of life.

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Problem III.

To what extent do the members of the village community intelligently share and co-operate in the village government and how can conditions be improved?

(1) What is the form of the village government?

(2) How is the Village Panchayet elected?

(3) What powers have they?

(4) To what extent do they carry out the wishes of the community?

(5) Relations to higher administrative authorities.

(6) The new scheme of rural development implemented by Government, Taluk, District and Central Rural Development Committees.

Problem IV.

What are the influences for developing the æsthetic side of personal and social side?

1 Analysis of existing conditions and materials having political æsthetic value.

1. Natural surroundings. 2 Home and its surroundings. 3 An orderly farm or garden. 4 Farm animals. 5 Dress of the people. 6 Historical buildings. 7 Community products, home industries, pottery, embroidery, silver and gold work. 8 Folk tales and dances. 9 Pictures. 10 Dramatic representations. 11 Music, and 12 Religious festivals and observations.

2 How can the school develop the spirit of appreciation?

Problem V.

How are existing institutions fulfilling their functions?

(a) The home study of existing conditions, health, sanitation, social and moral influences, æsthetic value, hotel and cinema influence –treatment of children and of women, child labour and women's education. Lines of improvement regarding each of the above suggested by a study of home life elsewhere.

(b) The school—present condition, problems of attendance, retardation, type of teacher, supervision, equipment and curriculum, how a better organisation of the school can be secured?

The School as a community centre :—What should it do for boys and girls outside regular school hours? What should it do for improvement of the community? What constitutes leadership? How to develop it? Leadership for the community good. What can the school do in this regard?

D. Geography.

I Study of the local area.

(a) Survey of the rocks, collection of specimens—what is Kinds of Rocks.

(b) Observation of weathering and deposition during excursion agents of weathering and deposition samples of soil—what is.

(c) Water courses in the area—action of water rivers and valleys, plains, delta—how formed.

(d) Hills and upland, how mountains are formed.

(e) *Climatic conditions.*—(i) Temperature records—drawing of simple graphs and charts, seasonal variations, (ii) Wind and its directions, (iii) Rainfall, (iv) Marked seasons.

(f) Local vegetational types and animal life.

(g) Sources of water supply—for civil purposes—for agriculture. What is irrigation?

(h) Life and habits of the people of the Locality—typical studies of industrial and agricultural life—a knowledge of local industries. Trade and commerce and communications—future development.

(i) Importance of local area from the tourist point of view.

II. The Home Region : Mysore State.

A study of the State under the following heads :—Position—size relief—climate—natural vegetation and animal life—mineral resources—agriculture—important industries—communications—trade and commerce—chief centres of development.

A description of the life and occupation of the people in the following regions.

Interior malnad forests; Sub-malnad regions; the Kaveri and Tungabadra valleys; the Bangalore upland; Kolar Gold Field Mining Area; The dry North and North-East; The cotton lands of the North-West.

III. A regional survey of India.

A regional survey of India in the form of studies of the life and occupation of people in the following regions; The Himalayan and Sub-Himalayan region—The Ganges and Brahmaputra valleys and plains—the Punjab plains—Western coastal region—Central Indian plateau and the Rajaputan upland—The Deccan lava region—Hyderabad—The Carnatic coastal plain and upland. The Northern Circars Coastal lands—the Mahanadi valley and Chota Nagapur plateau.

Note.—A brief reference to the areas forming Eastern and Western Pakistan may be made where necessary.

IV. The major climatic regions of the world.

The Equatorial. The Tropical. The Tropical Monsoon. The hot desert.

The Mediterranean—The warm temperatures. The cool temperature. The temperate Continental—The temperate Desert—The cold Temperate. The Tundra. The Alpine.

Geographical importance of the following countries should be done in some detail under the corresponding climatic region.—

Ceylon and Indonesia.
Burma; South East Asia; East and South Africa.
China and Japan.
British Isles; Russia.
United States of America.

V. India and the World.

Interdependence in the matter of trades agriculture and Industry—important sea, land and air routes linking India with the other parts of the world.

VI. Discovery and Exploration.

Brief stories of how America, the Poles, Africa and Australia were discovered. The Himalayan Expedition.

VII. Latitude and Longitude—Time.

Practical work.

(1) Measurement of Sun's shadow during different times of the day, (2) Observation of the Sun's position in different seasons of the year, (3) Making a wind wane, (4) Wind, temperature and rainfall charts. (5) Selections of Samples of rocks, soils, etc., (6) Map making–local area, (7) Drawing maps of Mysore and India, (8) Geographical—picture albums, (9) Charts and models illustrating life of peoples.

3 Elementary Mathematics.

1 Numeration and Notation. The four fundamental processes in Arithmetic.

2 Tests of divisibility.

3 Factorisation and Multiplication. Division of factors, G.C.M. and L.C.M., Simple problems thereon.

4 Fractions—Vulgar and decimal; Conversion of vulgar fractions into decimals and *vice versa*. Addition, subtraction, multiplication and division of fractions (including decimals).

5 The metric system; tables of money, weight, measure and time in common use; problems thereon.

6 Simple and compound practice.

7 Ratio and proportion, the rule of three; proportional parts, simple partnership and compound partnership.

8 Square root of whole numbers. Square measure, area of a square and rectangle. Problems thereon.

9 Simple problems on Income-tax, Profit and loss, Time and work, Time and distance.

10 Simple interest.

11 Practical geometry with reference to measurement of straight lines and angles and simple ideas regarding geometrical figures such as Triangle, Rectangle and Circle.

12 Drawing to scale and calculation of areas. Drawing of Primary School Buildings.

13 Simple graphical representation of statistical data with particular reference to educational and social problems. Such as, attendance of pupils, progress reports, school buildings, heights and weights of children, etc.

4 Everyday Science including Biology.

(A very elementary and descriptive study of the subject is expected. Illustrations from everyday life should be drawn whenever necessary).

I Year.

A. Physics.

1 Characteristic properties of solids, liquids and gases.

2 Measurement of length, relation between the inch and the centimetre. Use of the scale. Volume and its measurement. Use of the graduated jar.

3 Description and use of the common balance and of a spring balance.

4 Description and use of the simple mercurial barometer in finding pressure of the atmosphere.

5 Description and use of the ink filler, syringe and lift pump.

6 Expansion of solids, liquids and gases under heat and practical applications.

7 Description and use of a Fahrenheit thermometer. Use of the Clinical thermometer.

8 Conduction, Convection and the Radiation of heat illustrated by simple experiments.

Use of good and bad conductors. Thermos flask, Ventilation in building, etc.

9 Simple machines. Lever pulley and inclined plane (with particular reference to ಎತ್ತ; ರಾಟೆ, etc).

II Year.

10 Light travels in straight lines, shadows and eclipses.

11 Reflection of light; formation of images in a plane mirror.

12 Refraction of light as rays pass from air to glass or water and mention of a few common effects of refraction.

13 The lenses—simple microscope and telescope. The Magic lantern, Camera, Picture projection. The eye and its defects.

14 Decomposition of white light by a Prism.

15 Sound (Transmission of sound). The human ear. The Gramophone, the Radio and the Telephone and their uses.

16 Magnets. Their properties and uses. The Compass.

17 The Simple Voltaic cell. The electric bell.

B. Chemistry.

1 Air and its properties

2 Oxygen—properties and uses. The meaning of combustion.

3 Phosphorus and manufacture of matches.

4 Nitrogen—properties and uses. Its role in life.

5 Water—its forms and properties.

6 Hydrogen—its properties and uses.

7 Sea water and the manufacture of common salt. The properties and uses of common salt.

8 The properties and uses of Chlorine and Iodine.

9 Coal and its properties. The various forms of carbon and their uses. The role of carbon in life.

10 Preparation, properties and uses of carbon dioxide

11 Lime and its uses. Manufacture of mortar and cement—their uses.

12 Oils and the manufacture of soap.

13 Sand and manufacture of glass.

14 The three common acids—the Hydrochloric, Sulphuric and Nitric acids—their uses.

15 Properties and uses of the following metals:—
Iron, Copper, Silver, Gold, Mercury, Aluminium, Magnesium, Lead, Tin, Zinc, Nickel and Uranium (4 metals a day).

16 Properties and uses of the following substances:—
Sodium-hydroxide, Sodium-carbonate, Copper-sulphate, Alum, Silver-Nitrate, Ammonium-sulphate, Superphosphate, Potassium permanganate, Codliver oil, Castor oil, Liquid Paraffin, Petroleum, (3 substances per day).

17 Common disinfectants and their uses:—
Lime, Bleaching powder, Hydrogen Peroxide, Carbolic Acid, Boracic Acid, Zinc Oxide, Sulphur Dioxide, Iodine, Phenyle (3 a day).

C. Natural Science topics.

1 Parts of the bean seed and its germination.
2 Parts of (Dasavala) shoe flower and their functions.
3 Study of potato and underground stem.
4 Milk and its products.
5 Life history of silk moth.
6 Life history of mosquito.
7 Life and habits of earth worm.
8 Study of germs.
9 Pond life.
10 Parts of the Human body.
11 Simple lessons on Health.

GROUP II—PROFESSIONAL SUBJECTS.

(1) Principles of Education.

I. A. *Meaning of Education: Narrow and broad.*

B. *Aims of Education.*—

(*a*) Narrow aims
1 Mind—Body.
2 Intellect—Character.
3 Practical Efficiency—Personal culture.
4 Development of individuality—Preparation for Citizenship.

(*b*) Comprehensive view:—Harmonious Development of the individual.

II. A. *The Agencies of Education.*—

(1) The Home, (2) The School, (3) The Social Community, (4) The Religious Institution, (5) The State and their interdependence.

B. The place and function of the teacher

C. Education as adjustment between the individual and the environment.

D. Child the centre of education.

III. *Biological factors in Education.*—

A. Prolongation of human infancy and its significance for Education.

B. The Inter-relation of mind and body and its significance to the teacher.

C. The child as product of heredity and environment.

IV. *Psychology and Education.*—

A. Importance of the study of Psychology to the teacher.

B. Instincts, Nature and role in habit formation. Repression and sublimation.

(*a*) Flight, fight, curiosity, self assertion, acquisition, construction, gregariousness.

(*b*) The non-specific tendencies, imitation, suggestion, sympathy.

(*c*) Play and its role in education

C. Attention:—Nature, varieties, relation to interest and effort. Causes and symptoms of inattention and conditions favourable for securing sustained attention.

D. Fatigue :—Nature, symptoms and effects. The use of Fatigue and its study in education.

E. Sense perception, its development. perception and appreciation.

F. Memory :—Forms, methods of memorisation. Forgetting.

G. Thinking :—Its varieties. Common errors in children's thinking. Training in thinking.

H. Intelligence :—Nature, growth and measurement. Intelligence tests and their uses.

I. Imagination :—Kinds, Development.

J. The learning process and the laws of learning.

K. (*a*) Childhood and its characteristics.

(*b*) The significance of individual difference to the teacher. To make a psychological study of a child and every student is expected to maintain a case record.

V. *Modern developments in education.*

(*a*) Principles of Kindergarten and Montessori methods of Education.

(*b*) The project method. Its implications and limitations.

(*c*) Basic education.

(2) Methods of Teaching.

A. General.

I. The meaning of method :—Broad and narrow.

II. The planning of instruction :—A well conceived programme, its need, importance and uses. Lesson plans. Notes of lessons, outline and full. The importance of planning and preparation.

III. The general principles of instruction :—Characteristics of a good lesson. The• maxims, of method, their uses and limitations. Formal steps of teaching—uses and limitations. Importance of a good beginning and good ending.

IV. Aids to teaching.—Questions and illustrations; types and uses. Description and explanation. Text-books : Uses and abuses. Correlation : Meaning and scope.

V. Lesson type.—The Deductive, the Inductive, the Drill, the Appreciation and the Review lessons, their applicability to class room teaching.

B. Special.

Methods of teaching the various subjects of the curriculum.

1. *Language.*

1 Functions of language teaching—

(i) Language as an instrument of thought.
(ii) Language in mental development.
(iii) Language in social life.

2 Aims of language teaching—

(i) Increased mastery over language.
(ii) Cultivation of interest in literature.

3 Language teaching in the Primary School—Its objects.

(i) Improvement of utterance.
(ii) Increase in power of speech.
(iii) Introduction to literature.

4 Teaching the Alphabet—Right and wrong methods of teaching. Importance of the problem of right method in view of the large wastage in elementary education. The letter and word methods. Teaching of *Kagunitha*, *Ottakshara* and *Samyuktakshara*. Experiments in methods of repaid literacy.

5 Teaching of Reading.—Principles to be observed in teaching reading. Silent reading and reading aloud. Reading of prose and poetry.

6 Teaching of writing.—Importance of good hand-writing. Use of copy books, pens and pencils. Style of writing. Value of transcription.

7 Teaching of Grammar and Composition—Principles to be observed in teaching Grammar. Deductive and Inductive methods, Oral and written composition. Exercises set for composition. Valuing written work. Correction of faults.

8 Text-books and Materials of Instruction.—Text-books and examinations in relation to the subject.

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2. *Social Studies—History.*

1 Aims of teaching History in Schools.

2 The scope of the study of History in the Primary Schools.

3 The teacher of History and his qualifications.

4 Methods of teaching History. Chronological, regressive, concentric, biographical and dramatic. Importance of the biographical method. Possibilities and limitations of the dramatic method of teaching history.

5 Aids to the Teaching of History.—Maps, charts, diagrams, coins and old relics, pictures, visits to historical places.

Geography.

1 The scope and meaning of geography and its relation to other subjects.

2 The value of the study of geography to the modern men and the objectives of teaching the subject in different grades

3 Method of teaching.—Importance of beginning with the geography of the neighbourhood. Progressive, concentric and regional method.

4 The place of physical geography.

5 Aids to the teaching of the subject. The importance of excursions.

6 Equipment for the teaching of geography.

3. *Arithmetic.*

1 The place of arithmetic in schools.

2 The aim of teaching arithmetic.

(i) The Practical, (ii) The Cultural.

3 Aids to teaching.

(i) Concrete objects, (ii) Ball frame, (iii) Charts, diagrams and number pictures, (iv) Chequered black-board.

4 The general method of teaching; principles to be kept in view.

(*a*) Approach to new "Rules" through problems within the child's experience.

(*b*) "From the concrete to the abstract" as the basic procedure.

(*c*) The importance of effort by the pupils and individual attention by the teacher.

5 Mental Arithmetic *vs.* written Arithmetic—their complementary nature.

6 Specific methods.

(*a*) Concept of number through counting. The extension of the concept of number through games and occupations. The symboligication of the number concepts.

(*b*) The concentric method of teaching the simple rules.

Note :—As far as possible, the four rules should not be separated. "Carrying" and "Borrowing" should be illustrated by practical work. The multiplication table should be constructed and then learnt by heart.

(*c*) Practical work in the teaching of reduction, compound reduction, the table of weights, linear measure and simple fractions.

7 Methods of teaching the following topics.—Decimals, factors, rule of three (ratio and proportion) simple interest, practice by aliquot parts with emphasis on "short cuts".

8 The importance of "Drill" in Arithmetic.

9 The tests of successful teaching.

(*a*) Preliminary estimate of an approximate answer.
(*b*) Speed.
(*c*) Accuracy.
(*d*) Verification.

10 The importance of "Problems" in arithmetic and the systematic cultivation of "problem attitude" in pupils. The method of teaching a problem.

11 Selection of exercises to be set with reference to :—

(*a*) current topics and prices;
(*b*) household problems;
(*c*) and in correlation with Elementary Science. Geography, Drawing, etc.,

12 Correction of work—Importance of paying attention to errors in arithmetical work. Insistance on neatness of execution.

13 Text-books and order of treatment of the subject matter. Selection of topics and examples: the judicious use of a Text-book.

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4. *Every-Day Science.*

1 The meaning of Elementary Science and objects of teaching it in schools.

2 Difference between (*a*) object lessons and nature study, and (b) Nature study and Elementary Science.

3 Nature Lessons—Meaning and scope. Kind of lessons—(*a*) plants, (*b*) animals, (*c*) minerals and (*d*) natural phenomena.

4 Equipment—The school garden, the acquarium, the animal rearing cage and the insect box.

5 Nature study rambles and excursions.

3. SCHOOL HYGIENE, ORGANISATION AND MANAGEMENT.

A. School Hygiene.

1 The school site—Situation and extent, drainage and other hygienic considerations.

2 School building—Size and appearance, rooms and their distribution, the hall and its uses. Lighting and ventilation, the general plan of school building. Maximum use of school buildings, modern tendencies towards open air conditions. The question of open air schools for India.

3. The play grounds—Its need and importance, size and uses of the play ground.

4 School furniture—Importance of hygienic furniture, seating and desking arrangements in India; old and new. General conditions of good desking, proper arrangements of furniture in the class room.

5 Other aids for preserving the health of children. Morning sessions, school meals, school journeys, special schools.

6 Common ailments of school children. Their detection. Infectious diseases and measures to be adopted to check their spread. Medical inspection of school children.

7 Direct and indirect means of cultivating health habits. Games and other physical exercises, the influence of surroundings, the example of the teacher.

B. *Organisation and Management.*

1 A brief study of the education in the State.

2 *The School Building.*

(*a*) The site—Situation, extent.

(*b*) The building—The General plan, lighting and ventilation, size and number of rooms.

(*c*) The play ground—Need, importance, size and uses.

(*d*) The school garden—Its importance and uses.

3 *The school equipment.*

(*a*) *Furniture*—Importance of hygienic furniture. Comfortable seats and desks for effective work. Proper arrangement in class room.

(*b*) Apparatus.—Black-board, charts, maps, pictures, drawings, etc., their importance, proper handling and use.

2 The place of the cinema and the radio in Education.

3 The importance of the school museum and garden as teaching aids.

(*c*) *The school library*—Choice of books best suited to the needs and aptitudes of children; how best to use them.

(*d*) *The school records.*—The school records with special reference to the Mysore Educational Manuals. Their purpose and proper maintenance.

III. A. The school staff:—A. Principles of staffing personal and professional qualifications of teachers. The Head Master, his duties and responsibilities. The relations of the Head Masters with—

(*a*) the staff—meetings and their value.

(*b*) the parents—parent-teachers' associations, parents' day, school day.

B. Allocation of work:—Class masters *vs.* subject teachers; the Head Master's work as teacher.

C. The time-table:—Its value and importance and limitations. Characteristics of good time-table. Factors that control the framing of a time-table. Time-table for a single teacher school and for a fully staffed school.

IV. Classification of pupils:—The class as a working unit, different systems of classification. Examinations. Value of intelligence tests; Co-education.

V. Health of School Children:—A. Common ailments of school children—their detection and steps for prevention. Infectious diseases and measures to check their spread. Health examination of the children by the teacher and maintenance of health records.

Cultivation of health habits.—

1 Games and other physical exercises.

2 The school canteen (mid-day lunch). Medical Inspection of school children.

VI. Freedom and discipline. Rewards and punishments.

VII. *The social life of the school.*—

(*a*) The school as a social community.

(*b*) Factors creating and controlling the social life of the school.

1 The influence of the teacher's personality.

2 The influence of the leaders of the group.

3 Physical surroundings and methods of instruction.

4 The extra curricular activities in the school; possible activities in a Primary School.

5 The school laws and rules.

6 Character training: Its importance.

PRACTICAL ACTIVITIES AND ARTS.

In addition to the subjects given under groups I and II in which papers will be set at theory examination the candidates shall receive training in the following practical activities and in which they shall maintain class records.

(i) Singing, (ii) Spinning, (iii) Art and hand work, (iv) Gardening or Home Science and (v) Physical Education. (Games and other physical culture activities).

SYLLABUS IN SINGING. 25 periods.

1 Group and individual proficiency in the singing of the following national songs.

Jana Gana Mana.
Vande Matharam.
Kayou Sri Gowri.

2 Correct and effective methods of singing as many poems and songs as practicable from the four Primary School Readers.

3 Kindergarten, marching and other action songs (not less than half a dozen).

4 Training in the proper recital of at least ten stanzas from Bharata, and ten stanzas from Sarvagna.

5 Proper recital of four Devara Namas and singing at least two modern compositions like Vanasumadolu, Udayavagali, Jai Bharatha Bhumige etc.

6 Janapada Sahithya—Every student to learn to recite a few folk songs (Lavani, Kolata Pada, etc.)

NOTE.—In women's Training Institutions, a few songs from Kalyana Gita Lahari may be taught.

SPINNING.

I Practical	II Theoritical
1. Cleaning of cotton, correct method of cleaning cotton.	1 (a) Study of locally available cotton, such as Doddahatti and Sannahatti in detail. Also study of the following:—Combodia, Mysore—American (M.A.V.) and Rosium. (b) The chief characteristics of each variety of cotton.
2. Ginning— (a) By the hand .. (b) By plank and rod ..	2 (a) Necessity for drying cotton before ginning. The disposal of seeds for cattle-feed. (b) Advantages and disadvantages as compared with the hand gin.
3. Combing and Carding ... (a) by bamboo and knif (b) by Dhanush	3 Need for combing cotton. Study of bamboo-bow used in tunai.

I Practical	II Theoritical
4. Making of slivers of proper size and weight.	4 Recognition of well-carded cotton. Recognition of a good sliver-length, weight, form and feel.
	Correct packing of slivers.
	Correct storing of slivers.
In all cases the twist should be the right hand one.	Equipment used in making slivers. The Board, the handle and the rod.
5. Spinning by the Takli. Spinning with both hands. With the leg above the knee. With the leg below the knee. On the sole of the feet, etc.	5 Study of the different parts of the metal Takli, the spindle, the disc and the hook. Care of Takli. Advantage of using it.
6. Winding the yarn on the winder with proper leasing of the handle.	6 Study of different kinds of Takli-winders in use.
7. Removing the hank. Tagging and storing of the hank.	To determine the "Count" of yarn by calculation and by the practical method.
Charka spinning may be taken up in the II Year. Kisan charka is suggested.	
1. Spinning by the Kisan charka.	1 Study of the different parts of the Kisan Charka. The stand, the driving wheel, the speed pulley, the spindle bearer (media) tae single, etc.
2. Fixing the disc on the spindle.	
3. Proper function of the Kukkadi. (Cone shaped winding of yarn on the spindle).	Advantages of having springs in the Kisan Charka and of having a moving spindle bearer. Advantages of having an inclined spindle over a horizontal spindle.
4. Oiling the Charka ...	
5. Winding on the hanker with proper lease.	Comparative study of Takli and Charka.
	2 Cloth self-sufficiency.
6. Spinning different counts of yarn for different kinds of cloth, towels, shirts, etc., ...	3 Calculation of the amount of cloth, yarn, cotton and the land required for growing cotton for an individual for a year.

Art (Hand-work).

1 Its importance and educational value.

2 Kinds of hand work suited to elementary schools, drawing, moulding, paper folding, stick laying, sand work, bead work, brush work and card-board work.

A. Hand-work.

1 Paper tearing—animals, fruits, flowers, paper pictures, freeze.

2 Paper cutting—Parts of a circle, parts of a square, paper designing, repeats, border patterns, paper picture, stencils.

3 Paper crushing—Animals, birds, flowers, fruit, picture, scenes.

4 Paper folding—Windmill, squarer, envelope, boat, fan, coat and pants, washing tub, bird.

5 Paper rolling—Birds, flowers, people, scenes, furniture.

6 Card board modelling—trays, hair-tody, blotting pad, furniture, box with lid, spill-holder, doll's house.

7 Spray painting—Leaves, people, animal, scenes.

8 Potato—Stamping and stick printing.

9 Marbling—Book marks, blotting pad, letter pad, book covers, wall paper, furniture.

10 Stippling—Same as marbling.

11 Weaving—Paper, raffia, cloth, belts, wool, twine, tape, ribbon, mats, baskets, carpets bags.

12 Modelling (a) Clay, figures, slab, coil, thumb, flowers fruit, geographical maps.

(b) Plasticine—Story illustration, fruits, flowers, insects.

(c) Paper pulp—Geographical models.

(d) Papier--Mache.

13. Toys—Match box, card board, cloth, knitted, cork, pipe cleaners, paper, waste material.

14. Aids for teaching—Apparatus for number, apparatus for reading and writing.

15 Creature art—Birthday cards, all over patterns, marion Richardson's writing patterns, pictures with egg-shell, crushed glass, sawdust and sand.

16 Making of useful articles with available material bags, bookmakers, book-binding, belts, letter pad, broaches, buckles, buttons.

B. Art.

The aim of the scheme is to develop expression of thought and idea to stimulate imagination, to encourage careful observations, love of nature and animals, love of the beautiful in form and colours, to awaken interest in the world around and to develop good taste for the home and for dressing.

The work should be carried out in the various media.

Pastels, water-colours, pencil work, including charcoal chalk and where desired, Indian ink.

The sections may be developed according to the time available. Work in pastels and chalk (white and coloured) should be stressed as this is fundamental in the teaching of creative art with young children, and should include mass drawing, colour contrasts, colour blending and merging and studies surface and texture, *e.g.*, fur, wool, glass, metal.

Section I :—Imaginative : Simple pictures of natural and practical surroundings, *e.g.*, fields, street scenes, the market people at work—pottery making, basket making.

Simple sketch of a situation, *e.g.*, a man pulling ropes, cutting grass, filling baskets, drawing water, etc., illustrations of simple stories, poems, posters, historical situations.

Section II :—Memory : Familiar scenes and objects, every day vessels and tools, a boy reading, a woman sewing, a man weaving, flags waving, children playing.

Section III :—Nature drawing : Trees, leaves, flowers (simple and in groups) studies of plant growth from bud to fruit. Studies of the life-history of insects ; bird and animal studies ; detailed studies of parts of animal and plant, *e.g.*, beaks, wings, feet.

Section IV :—Groups : Easy groups of two or three related objects, *e.g.*, ink stand and table bell, book, paper weight, fruit on a plate, etc.

Section V. :—Design : (a) Based on nature—flowers, fruit, butterflies, fishes, etc.

(*b*) Based on geometrical and conventional forms. easy borders and simple patterns for blotters, centrepieces, albums, cushions, etc.

Section VI :—Model drawing : Laws of perspective based on the cube, cylinder, prism and pyramid.

Easy groups involving the laws of perspective—umbrella and portmanteau, table and chair, scenes with a vista of trees and buildings and arched bridge, etc.

The course should give training in blob painting, stick printing, lettering, brush drawing, symmetrical patterns and easy studies of the human figure.

School Gardening or Home Science.

Note :—If gardening is taken in conjunction with nature study, the scheme of work would be less detailed than that follows ; but this scheme is useful in suggesting a less ambitious one.

I. Uses and proper care of tools : making of simple garden instruments. The proper methods of using such tools as spades, parks, hoes, rakes, trowels, weeding forks. The use of watering can, wheel-barrow, edging shears, pruning knives, etc. The proper care of tools, equipment and tool shed.

II. Soil study : Practical and theoretical instruction in soil study : (a) methods of cultivating soil-, (b) analysis and classification of soils ; clay, sandy, heavy and light, and their chief characters, mineral and organic constituants, (c) the relation of the soil to the plant.

III. Manures and manuring : The various substances which may be used as manures. Natural and artificial, organic and chemical manures. Their advantages and disadvantages. The application of manures ; the importance of using the right manures and the benefits attending their use at the proper seasons. The application of lime and a study of its effect upon the soil. Liquid manures ; how and when to use. Storage of manures.

IV. Weather study : A simple study of the climatic conditions as they effect the soil and plants. The measurement of temperature, rainfall, etc. Keeping of weather records. The relation of the weather to the usual operations in the garden.

V. Plant study : A simple study of the general principle of plant growth, the conditions affecting germination, the measurement of growth in root and shoot, the absorption of water and nutriment from the soil : simple, water

ures; the general structure of plants and the functions root, leaf, flower, etc.

VI. Planning of plot. The preparation of simple scale awings to show proposed arrangement of crops; individual fort and initiative to be encouraged on the part of the pils; plans of cropping to be preserved and studied from ar to year. Preparation of seed bed. 604

VII. Choice of crops. A selection of vegetables suitable or the district and sufficiently varied to teach the ordinary perations of cottage gardening. Fruit culture to be included possible, the practice of such operations as taking ttings, budding, grafting, pruning, spraying, etc. The ultivation of flowers; the use of seeds, bulbs, tubers, roots, tc. The maintaining of a succession of flowers over a long eason by the use of annuals, biannua's and perennials.

VIII. System of cropping; the plan of cultivation to make provision for the following operations. (a) Correct methods and times of growing vegetable and flower seeds. Raising and transplanting; (b) the production of a continuous supply of vegetables throughout the year; (c) a well devised system of intercropping, so that the ground may be continuously occupied; (d) a proper rotation of crops in successive years; (e) the economical use of manures; (f) watering; why and how?

IX. Garden friends and foes: Observations and study of birds, insects, weeds, and other tenants of the garden, especially in so far as they affect the well-being of the crops cultivated; the best means of encouraging helpful visitors and of controlling the depreciations of pests. Definition of weeds, their destruction.

X. Experimental work: many types of experimental work to be included in the course, *e.g.*, (a) experiments to show the effect of the time of sowing or planting on the growth and yield of the crop; (b) experiments to show the effect of thinking and transplanting at various distances; (c) experiments on depth of sowing and on the size and maturity of seeds; (d) soil and manure experiments, (e) pruning and other experiments with fruit trees.

XI. The use of note books: the pupil's observations to be kept in a methodical manner in special note books, the proper use of sketches and other illustrations. Certain pages to be set aside for use as a diary of the year's observation. Other pages to be devoted to composition on things studied under teacher's direction. A part of the book to be allocated to the individual questions of each scholar (the questions to be dealt with in class) special pages to be ruled off for noting planting, germinating, flowering and harvesting dates.

XII. Disposal of produce, etc. Attention to be given to the economical disposal of the garden produce, the saving of seeds, etc., and the organisation of exhibitions—Storage of produce.

Home Science.

Hygiene and Sanitation.—

1. Personal cleanliness, care of the skin, hair, teeth and nails.

Conditions of good health, regular habits, fresh air, food, exercise and rest.

2. Clothing—Selection of material according to climatic and seasonal conditions, injurious results of tight clothing. Washing and ironing of silk, woollen, cotton, linen and artificial silk fabrics, removal of stains. Prevention of damage to woollen and silk fabrics by insects.

3. Infectious and contagious diseases—Symptoms, prevention and treatment of:—

(i) diseases carried by insects, *e.g*, plague, malaria, typhoid, dysentery, sore eyes, cholera and diarrhœa.

(ii) diseases carried by bacteria floating in the air, *e.g*., colds, coughs, influenza and tuberculosis, and

(iii) diseases communicated by direct or indirect contact, *e g*., small-pox, chicken-pox, measles, itch, whooping cough and mumps.

4. The care of the sick, the sick room, isolation, light and ventilation, bed and beddings, noting of pulse rate and temperature, administering medicines, making and applying poultices, treatment of temporary ailments, such as, burns, scalds, bleeding, stings, bites, poisoning, sunstroke, ordinary cold. First aid.

II. Food and water:

Kitchen and store-room tidiness and cleanliness; arrangement according to convenience.

2. Cooking: Principles involved in boiling, roasting, frying and steaming; their relative merits.

3. Cleaning of rice, dhal, etc.

4. Preservation of food, jams, pickles, etc.

5. Practical work: (*a*) Tea and coffee, (*b*) Uppittu and Chappathi, (*c*) Cooking of greens and vegetables, (*d*) Preparation of plain rice, dhal and vegetable curry.

Cooking for invalids:—Arrowroot, rave (soji) and sago conji; orange and tomato juice.

6. (*a*) Cleaning of metals used in the household, (*b*) Cleaning of glass, wood, carpets, floor, cutlery, kitchen utensils and chinaware, (*c*) Household pests and how to get rid of them.

7. Practical work:—Hulianna, Mosaranna .Poori and Palya, Bonda.

For invalids:—Ragi and Linseed poultice, preparation of barley water, whey, albumim water, cocoa.

1. The need for food.

2. The chief food factors:—Proteins, fats, carbohydrates, minerals, vitamins and water. The importance of each factor and the amount of each required for the body.

3. Variety of food and food values. Composition of common food and their relative values.

4. Planning of diets for infants, growing children, adults, the aged and invalids.

5. Adulteration and preservation of food.

6. The advantages and disadvantages of vegetable food and animal food for diet in India.

7. The underlying principles of cooking, various methods of cooking, such as roasting, stewing, frying and boiling.

8. Sources of water, methods of purifying water, storage of water.

III. House and its surroundings:—

(*a*) (i) Site, ventilation and lighting, water supply.

(ii) Drainage and conservancy, disposal of refuse daily, weekly and general cleaning of the house.

(*b*) Care of furniture and household utensils, their selection, how to keep them clean and tidy, dusting, scrubbing and polishing.

IV. Meternity and child welfare:—

1. The causes of infant mortality in India.

(*a*) The evils of child marriage and the marriage of the diseased and feeble minded.

(*b*) Importance of pre-natal care.

(*c*) Necessity of skilled attendance and absolute cleanliness at child birth.

2. Infant's food—Correct feeding of the child up to the fifth year and feeding of mother while nursing. Rules for children's diet.

3. General care of children: Washing clothing, feeding, fresh air, exercise and rest.

4. General ailments of children and simple remedies: Teething, cold, cough, fever, etc.

V. Family budget:—

1. The value of budget.

2. Economy in the management of money, evils of debts.

3. Simple household accounts and marketing.

N.B:—Practical demonstration should be given wherever necessary and possible and visits to water-works, systems of drainage, etc., arranged.

Needle-work.

General hints:—Sewing machine should be used as much as possible in the making of garments and other articles. Knowledge of the different parts of the machine, its use and care are essential. Pupils should maintain sample book and a needle-work bag like the one used by Boy Scouts and Girl Guides, with their names worked out on it in embroidery,

Needle-work.

A scrap book to be maintained by each student to keep a collection of illustrated material neatly arranged.

1. Pillow case with cross-stitch or embroidery and finished with a frill.
2. Plain bodice (ravike). 605
3. Magyar frock, with fancy stitches for a girl of 5 or 6.
4. Sari petticoat (skirt).
5. Repair work: Darning a plain tear on canvass, flannel, patch.
6. Magyar blouse, with fancy stitches, such as herring-bone, feather stitch and cross-stitch at the neck and sleeves.
7. Banian for a boy of 5 years.
8. Knickers for a boy of 5 years.
9. Apron.
10. Repair work: Darning a hedge-tear rent. Calico patch and print patch.

PHYSICAL EDUCATION.

Syllabus of the Theory and Practice of Physical Education.

Principles and practice of Physical Education.—

1. What is Physical Education.
2. The place of Physical Education in general Education.
3. The basic principles of Physical Education.
4. The objectives of Physical Education.
5. The play way.
6. The principles of Health Education.
7. First aid.
8. Records in Physical Education.
9. Girl Guiding and Scouting.

1. Organisation of Physical Education periods.
2. The lesson plan.
3. General activities (free play).
4. Calisthmes (formal activities).
5. Indegenous games such as KboKho. Uthuthu, etc.
6. Group competitions.
7. Eurthythmics including Lazim and Kolate.
8. Athletics (coaching).
9. Maintaining the play ground.
10. Conducting school sports.
11. School tournaments.
12. Demonstrations, Games.

During the first year of training, the trainees are to be trained in calesthenics and to play games and in the second year, they should conduct Drill classes and Games to Children. Cubbing and Seva Dal activities should also be given.

Appendix 'C'

Reg. No.....
of 19 .

THE DEPARTMENT OF PUBLIC INSTRUCTION IN MYSORE

Examination for Teachers' Certificate

LOWER GRADE

Final Examination

This is to certify that.....
son/daughter of Sri.....
has passed the Teachers' Certificate Final Examination of the Lower Grade held at .....in the month of August 19.... and is placed in the.....class.

Secretary. *President,*
Board for Training Examinations.

BANGALORE,
Dated.....